
DIGITAL TRANSFORMATION OF THE EDUCATION IN THE REPUBLIC OF UZBEKISTANUbaydullaeva L. ¹

¹Ubaydullaeva Lilia Shavkatovna, Plekhanov Russian University of Economics,
Tashkent Branch (Uzbekistan) u.liliy@mail.ru

Global changes in society and education that have recently occurred in a pandemic due to the intensive use of information and communication technologies suggest a revision of traditional view of education. In the article there revealed one of the relevant management problems - the transformation of higher education in the context of digitalization.

Key words: higher education, digitalization, transformation of higher education, digital economy, digital technologies, online learning, educational process.

The education system of the Republic of Uzbekistan is on the brink of qualitative transformations, without which it is impossible to solve dimensioned tasks facing it. The development and implementation of a long-term policy for the transformation of the education system requires international research aimed at the development and operational clarification of this policy. This becomes one of the important conditions for the success of this task.

For successful application of reforms in the sphere there adopted the Decree of the President of the Republic of Uzbekistan “On approval of the Concept of development of higher education of the Republic of Uzbekistan until 2030” was in October 2019 [1]. The document pays special attention to the organization of educational process in compliance with international practice of introducing new pedagogical technologies in education and teaching methods, upgrading curricula and subject programs, qualitatively updating the educational process with the implementation of modern forms of education and information and communication technologies, as well as optimizing the directions of education and specialties, taking into account the needs of the development of economic sectors, scientific and social spheres, the organization of student practice at enterprises.

In order to achieve the assigned goal in the State Program “The Year of Development of Science, Education and the Digital Economy” in 2020 it’s necessary to create innovative nature, digitization of the education system in compliance with social and economic challenges and the digital economy.

Digital technologies expansion is contributing to qualitative changes in manufacturing and in global markets. Natural resources and low-cost labor, which are still important, are becoming secondary factors of social and economic development in the context of the transition from mass production of standardized products to the production of generally available individualized products. It is based on the synthesis of the previously established material production and digital technologies, which leads to the widespread use of artificial intelligence methods and the spread of the Internet of things. Smart products are becoming the norm in a world where intelligent computerized devices (robots), complexes and networks consisting of them acquire the ability to interact in the preparation and deployment of automated production processes.

These changes are capturing the education sector as well. Consequently, the

digital transformation of education is considered as an inevitable process of modification of the content, methods and organizational forms of educational work, which unfolds in a rapidly developing digital educational environment and is aimed at solving the problems of social and economic development of Uzbekistan and the formation of the digital economy.

Accordingly, the next decade should be an era of significant changes in higher education - the formation of a new middle class for the development of the digital economy and the reorganization of the educational process based on the use of artificial intelligence technologies. The reform of the digitalization of education presupposes equipping educational institutions with modern technology, namely, computers with the ability to connect to the Internet, information systems that allow access to educational resources, the results of modern scientific research and development, electronic scientific libraries in various languages of the world.

The COVID-19 coronavirus pandemic has affected education systems around the world, leading to massive school and university closures. Almost all higher educational institutions of the Republic of Uzbekistan proceeded to distance learning from March 16, 2020. Educational policy experts believe that after the end of the pandemic, educational institutions would not want to completely return to the traditional format of education. However, we expect to see many problems as well. A significant problem is the behavior of teachers and managers of educational programs in the context of the transition to distance learning. For example, according to the research by Bay View Analytics, there are 1.5 million teachers in the United States, and 70% of them have never taught in the virtual space.

At the same time, along with the obvious challenges and problems, the new format of education provides a wide range of opportunities and prospects for changing and improving educational system for which a critical situation creates forced conditions. The coronavirus pandemic launched the digital transformation of the educational process and it is occurring much faster than planned as part of the implementation of the State Program "The Year of Development of Science, Education and the Digital Economy". The digitalization is expressly not the future, but the reality of today.

The introduction of digital technologies (DT) in education has been weakly associated with the renewal of the organization of the educational process. Most leaders and educators viewed digital technology as a tool to improve the traditional organization of an educational institution.

The digital transformation of education is associated with qualitative changes in educational work. It is necessary to form the ability to live and work fruitfully in the changing economy, to continue their education throughout their lives for each member of society. The essence of this change is the use of rapidly developing CTs for a consistent transition to a personalized results-oriented organization of the educational process [2].

In connection with the transition from the introduction of DT in the educational process to the digital transformation of education, it is required:

- to change (update) the goals and content of the training;
- to move from teaching and educating the whole class to teaching and educating each student, changing the organization and methods of educational work;
- to re-examine and optimize used pack (collections) of educational, methodological and organizational solutions, information materials, tools and services;

- to re-examine traditional business processes, including all interested parties in the work;
- to use the rapidly growing potential of DT, including artificial intelligence methods, for the mechanization and automation of all types of work with data.

In the process of digital transformation of education, it is necessary to procedure and distribute new models of the activity of educational organizations, the basis of which is the synthesis of:

- new highly productive pedagogical practices that are successfully implemented in the digital educational environment and rely on the use of DT;
- continuous professional development of teachers;
- new digital tools, information sources and services;
- organizational and infrastructural conditions for the implementation of the necessary transformations.

Thus, the essence of the digital transformation of education is the achievement of the necessary educational results by the personalization of the educational process based on the use of the growing potential of DT, including the use of artificial intelligence methods, virtual reality tools; development of digital educational environment in higher educational institutions; maintenance of public broadband Internet access, working with big data. Rapidly developing and low-cost digital devices and technologies make it possible to widely introduce new models of organizing and conducting educational work (new pedagogical practices), which previously would be able to occupy a worthy place in mass education due to the complexity of their implementation by means of traditional (paper) technologies for working with information.

References

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